

# Positive Behaviour Policy



**RATIFICATION:** Autumn 2025

**DATE OF NEXT REVIEW:** Autumn 2026

**REVIEWED BY:** Executive Headteacher/ Head of School

**APPROVED BY:** Local Governing Body

## Introduction

At Alveley Primary School, we expect excellent behaviour from all the children. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn. We have a culture of high expectations of behaviour, and we promote a calm, safe and supportive learning environment conducive to learning.

Alveley Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils through the embedding 'good character' through school. The specific character virtues we promote are:

- **Ambition** - We aspire to achieve more, developing our self-belief and pushing ourselves. We take pride in our own accomplishments.
- **Responsibility** - We have control of our words and actions and are accountable for how we use them. We always seek to do right. We have a duty to care for our school environment and wider community.
- **Honesty** - We tell the truth at all times, acting with integrity towards others. We are trustworthy, loyal and fair.
- **Teamwork** - We work together to achieve our goals. We show friendship, supporting everyone in our team. Our 'team' might be a pair, group, class, school or wider community.
- **Respect** - We value the views and feelings of others, even if we don't agree with them. We treat others how we expect to be treated and follow the rules at all times.
- **Perseverance** - We show determination and commitment to complete tasks to the best of our ability, even when they are difficult or we don't succeed at first. We take support on board and use it to better ourselves.

This policy is to be used in conjunction with others, including Safeguarding, Health and Safety, Online Safety, and the Restrictive Intervention Policy.

### **Aims and objectives of this policy.**

This policy aims to set out school's ethos and procedures for promoting positive behaviour, rewarding good choices, recognising incidents of exemplary character and effectively sanctioning behaviour choices that do not meet school's expectations. This policy further aims to identify examples of positive behaviour and character, as well as giving some examples of those behaviours that we do not accept.

### **Roles and responsibilities**

Headteacher – It is the headteacher's responsibility to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. misdemeanours to the relevant authority. Finally, it is the headteachers' responsibility to support staff with maintaining our high expectations of behaviour and reporting to parents/ the local authority when serious misdemeanours occur, particularly when fixed term or permanent exclusions are required.

School staff – It is every staff member's responsibility to uphold our high standards of behaviour, both for individual classes and the pupils as a whole. Staff are consistent, calm and caring in their approach, modelling positive behaviours to all pupils, at all times (see appendix A). It is also staff's responsibility to report incidents of positive and negative behaviour to the Headteacher and, where appropriate, parents.

Parents/ carers – It is parents/ carers responsibility to support the positive behaviour approach of school, and to support the decisions made by school regarding both rewards and sanctions. This is exemplified in the home school agreement (Appendix B). It is also parents/ carers responsibility to continue conversations around behavioural issues at home, in order to ensure that these do not occur again.

Pupils – It is pupils' responsibility to follow the school rules at all times. Ensuring that within their class, the school and in the wider community, they are exemplifying the positive character virtues of our school.

## Positive Behaviour at Alveley Primary School

	Examples of behaviours demonstrating our character virtues	Examples of behaviours that go against our character virtues
<b>Ambition</b>	<ul style="list-style-type: none"> <li>• Taking pride in your work, presenting it neatly.</li> <li>• Asking for challenges or how to improve your learning.</li> <li>• Striving to achieve a pen license, reading awards or maths challenges.</li> <li>• Continuing your learning at home, to achieve success faster in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Not trying your hardest in work or thinking “that will do”.</li> <li>• Not pushing yourself to make improvements when they are needed.</li> <li>• Not valuing yourself as a capable person who is able to achieve.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Picking up litter from around school.</li> <li>• Reporting things in the school environment that are damaged or not working properly.</li> <li>• Making sure home learning is completed on time.</li> <li>• Make sure correct equipment and kit is bought into school.</li> <li>• Moving around school calmly and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately littering, either at school or in the community.</li> <li>• Deliberately damaging school property.</li> <li>• Not reporting damage to school if accidentally caused.</li> <li>• Forgetting home learning or correct equipment.</li> <li>• Running or shouting in corridors or moving from place to place in a disruptive way.</li> </ul>
<b>Honesty</b>	<ul style="list-style-type: none"> <li>• Always telling the truth.</li> <li>• Owning and apologising for mistakes you might make.</li> <li>• Acting in a way that means others can trust you, including teachers and other adults.</li> <li>• Being courageous and doing the right thing, even if you are worried about the consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Being dishonest, or deliberately hiding something that is true.</li> <li>• Blaming others for your mistakes.</li> <li>• Not taking responsibility for mistakes or trying to avoid the consequences.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Turn taking, sharing, respecting others skills and opinions and working cooperatively, regardless of who you are working with.</li> <li>• Completing work in teams efficiently, with a clear focus.</li> <li>• Recognising and appreciating shared goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to listen to others’ opinions, not cooperating or being unwilling to take other views on board.</li> <li>• Deliberately causing friction within a team, damaging the team’s chances of success.</li> <li>• Working on or valuing individual goals when group goals are more appropriate.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Always speaking politely to staff and other adults who visit our school.</li> <li>• Following all instructions from adults.</li> <li>• Treating all people the same, regardless of their gender, race, religion, disability or other protected characteristic.</li> <li>• Listening to others’ point of view, even if you believe you are right.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking impolitely to adults, disregarding their instructions or refusing to explain something that is being asked.</li> <li>• Treating somebody unfairly or unequally because of a protected characteristic.</li> <li>• Disregarding somebody else’s point of view because you disagree with it.</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>• Always trying your best, even if the task is difficult.</li> <li>• Responding to feedback positively and politely, recognising it as a positive.</li> <li>• Challenging yourself, using resources and looking for prompts before asking an adult for support.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving up on something if you do not succeed the first time.</li> <li>• Taking feedback as a negative, and not as recognising it as an aid to improvement.</li> <li>• Giving up and asking for adult support without attempting learning first.</li> </ul>


### EYFS

Our EYFS are exposed to the language of character, albeit in a more age-appropriate way. Our Nursery use a ‘Head-Think it, Heart-Know it, Hands- Show it’ model to identify when they are doing the correct things, exposing them to our values in a more tangible way.

### Examples of rewards and sanctions which may be used in school

‘Pupil of Character’ award and pin badge	Exemplary behaviour
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Star of the week certificate		
Phone call home or parent meeting		
Pen license, maths challenge or reading challenge award		
Head Teacher reward stickers, prizes and certificates		
Class Dojo house points		
Positive message home		
In-class rewards		
Positive praise from an adult.		
		Acceptable behaviour
Corrective conversation with an adult		
Removal of class dojo points or in-class rewards		
Loss of break or lunch time		
Phone call home		
Formal meeting with parents/ carers and support plan		
Fixed-term or permanent exclusion		Unacceptable behaviour

### Inclusion and SEND

As a fully inclusive school, we recognise that difficulties with behaviour may be the result of an additional need or extenuating circumstance. These are always taken into consideration both with rewards and sanctions. All decisions made follow the Special Educational Needs Code of Practice

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

### Peer on peer or sexual abuse

Our school has a zero-tolerance view of peer-on-peer abuse and sexual abuse. Further details of school's procedures for tackling peer-on-peer and sexual abuse can be found in our anti-bullying and safeguarding and child protection policies:

<https://www.alveleyprimary.co.uk/key-information/policies>

All instances of peer-on-peer and sexual abuse will be reported on CPOMS and followed up by DSLs in school. The DSL will then use the Shropshire safeguarding tools to decide if the incident needs to be escalated to the First Point of Contact.

### Online Behaviour

- Behaviour expectations extend online, in and out of school.
- Pupils must use technology safely, respectfully and responsibly.
- Any online misconduct will be addressed in line with this policy.

### Respect Towards Staff

- Abuse, aggression or intimidation directed at staff will not be tolerated.
- Such behaviour will be addressed promptly with proportionate sanctions.

### Pupil Voice

- Pupils contribute through School Council, surveys, and class discussions.
- Their feedback informs ongoing development of behaviour systems.

### Roles and Responsibilities

- Headteacher – Implements the policy, maintains high standards, and makes decisions on exclusions.
- Assistant Headteacher – Leads on escalation before referral to the Headteacher, communicates with parents, and supports staff.
- Staff – Model positive behaviour, apply sanctions consistently, record incidents, and communicate with parents.
- Parents/Carers – Support the school's approach, reinforce expectations at home, and maintain dialogue with school.
- Pupils – Follow school rules, live by our values, and treat others with respect.
- Governors – Review the effectiveness of this policy annually, and sit on exclusion panels where required.

## Behaviour for Learning

Positive behaviour is not just about conduct but about attitudes that help everyone achieve their best. Staff promote behaviour for learning by:

- Establishing clear routines and expectations.
- Using praise, rewards, and feedback consistently.
- Addressing disruption quickly and proportionately.
- Modelling effective learning behaviours (e.g., curiosity, resilience).

### Fixed-term or permanent exclusion

In the unfortunate event that the school deems a fixed-term or permanent exclusion to be appropriate, we follow all statutory guidance: <https://www.gov.uk/government/publications/school-exclusion>

## Sanctions – Escalation of Steps

Sanctions are applied fairly and progressively to help pupils learn from their mistakes:

1. Corrective reminder – quiet prompt; chance to self-correct.
2. Warning – recorded warning; reflective conversation.
3. Loss of privilege – part of break/lunch lost; parents informed.
4. Escalation – removal from class; CPOMS entry; Assistant Head contacts parents.
5. Formal meeting – parents, teacher, Assistant Head; behaviour plan created; SEND needs considered.
6. Serious/persistent behaviour – Headteacher involvement; possible fixed-term suspension.
7. Permanent exclusion – last resort, following statutory guidance.

# Appendix A: Examples of Positive Adult Behaviours

At Alveley Primary School, we expect all adults who work with our pupils to role model the same behaviours and attitudes that we expect from them. We recognise that without leading by example, maintaining the same standards of consistency, calmness and caring in ourselves, pupils are significantly less likely to adopt them. Even if they do, for many, it will just be ‘for show’, not an intrinsic part of their identity.

Some examples of how our adults model positive behaviour include:

**Ambition** – Staff hold themselves to a high standard, taking pride in their school and in their work. They care deeply for the success of individuals in their class, both academically and their character. Adults recognise, wherever possible, individual talents in pupils and work collaboratively to try to develop this in pupils. Adults in school continue to learn, using courses and other training opportunities to aspire to lead individuals, classes, subjects or the whole school as well as they can.

**Responsibility** – Adults are prepared for their work and ensure that marking, lesson preparation and resources are ready. They control the volume of their voice, not needlessly causing disruption or distraction. When in corridors or communal areas, staff are aware of their surroundings, ensuring they move through school quickly and carefully. Finally, adults look out for litter and damage, ensuring it is sorted and reported as soon as possible.

**Honesty** – Pupils in school trust their adults, recognising that they are honest and have their best interests at heart. If adults make a mistake, they can make amends. Adults maintain their confidentiality in all but certain safeguarding situations and use subtlety and careful judgement when deciding when additional adults or pupils may need to be made aware of something.

**Teamwork** – Adults work collaboratively with all staff and other adults. They speak politely, calmly and professionally to each other, helping when there is a problem. Where necessary, staff are able to move classrooms to support in a class if a colleague is poorly or additional support is required. Staff take on board advice or suggestions from each other, recognising that we are all trying to achieve the same goals in school.

**Respect** – Staff use rewards consistently, not favouring any individual or group. Adults show respect to each other by turn taking in conversations, speaking to each other politely and respecting each other's worth. Adults listen to each other's opinions – and the opinions of all pupils. These are considered carefully and respectfully and answered appropriately. Staff take concerns, queries and problems seriously and try their best to get to a conclusion where everybody feels respected.

**Perseverance** – Adults in school don't give up on supporting pupils in achieving their best. They can change or adapt what they are doing if current ideas aren't working as well as they want and are not afraid to try new ideas that might be more effective. Adults are resilient to changes that might occur within school, recognising that change is often an opportunity to improve or refine the school.

## Appendix B: Home School Agreement (2023)

### As Parents/Carers we will:

- See that my child goes to school regularly and on time, recognising the importance of 100% attendance wherever possible and following the school's policy on term-time absence.
- Ensure the correct uniform (including shoes) are worn to school, and that the correct sports kit, forest kit and other equipment are brought to school on the correct days.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour- including online behaviour (see school website for more information).
- Support my child with their homework and other opportunities for home learning.
- Attend parents' evening and discussions about my child's progress.
- Be actively involved in my child's life at School.

### The School will:

- Contact parents/ carers if there is a problem with attendance, punctuality or uniform/equipment.
- Let parents/ carers know about any concerns or problems that affect their child's work or behaviour.
- Send home an annual Report on pupil's progress.
- Arrange Parents' Evenings during which progress will be discussed.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.

### As a Pupil I will try to:

- Follow the school and class rules.
- Attend school regularly and on time.

- Bring all the equipment I need every day, including PE kit and forest school kit.
- Wear my correct school uniform and be tidy in appearance.
- Do all my classwork and home learning as well as I can.
- Be encouraging and polite to others.
- Respect other people's property.
- Keep the School free from litter and graffiti and respect the whole school environment.

Pupil name.....

I confirm that I have read this policy with my child and have understood this policy.

Signed.....

Relationship to child.....